DOCUMENT RESUME

ED 044 379 SP 004 400

TITLE	Cral Language Program.
INSTITUTION	Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
NOTE	16p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.90
DESCRIPTORS	Early Childhood Education, *English (Second Language), *English Programs, Instructional Materials, *Oral English
IDENTIFIERS	OLP, *Oral Language Program

ABSTRACT

The Southwestern Cooperative Educational Laboratory is currently field testing a set of instructional materials for teaching English language speaking and listening skills in preschool and first grade classes. The Oral Language Program (OLP) is directed at providing ncn-English speaking youngsters with a fluent, independent speaking ability in English and with facility in understanding spcken English considered prerequisite to formal reading instruction. It is designed for use daily by one teacher with groups of about 10 children (age 5-7) in 25-minute lessons. There is emphasis on games involving questions and answers, handling of objects, and other motor activities. Throughout, the teacher models utterances, elicits responses, provides corrective feedback, and reinforces student participation. Components include notebooks of lesson plans (147 plans), separate "pre-lessons," a teacher's manual, drawings and recording for use with lessons, tests, and sample "cultural heritage" lesson plans for relating materials to pupil ethnic background. (The major portion of this document, 11 pages, consists of two sample lesson plans which include objectives, lists of materials, and description of activities.) (See also SP 004 386.) (JS)

ED044379

Southwestern Cooperative Educational Laboratory

ORAL LANGUAGE PROGRAM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Information on SWCEL activities in the area of language arts curriculum development.

412

Address inquiries to:

Coodinator, Oral Language Program

Southwestern Cooperative Educational Laboratory

117 Richmond N.E.

Albuquerque, New Mexico 87106

ED044379

The Southwestern Cooperative Educational Laboratory, Inc. ("The Laboratory") is currently field testing a set of instructional materials for teaching English language speaking and listening skills in preschool and first grade classes. Involved in the field test are teachers and pupils in about 100 classrooms in Arizona, New Mexico, Oklahoma, and West Texas. The pupils come from a variety of ethnic backgrounds, and include speakers of Spanish, Navajo, and other languages.

The instructional materials have been adapted from lessons originally prepared at UCLA under the direction of Dr. Robert Wilson.[1] Information about the original materials is available from the California State Department of Education; ask for Project H200.

The Oral Language Program, (OLP) as the adapted materials are referred to, has undergone changes in format and content as a result of pilot trials conducted by the Laboratory during the 1967-68 school year.

The OLP is directed at providing non-English speaking youngsters with a fluent, independent speaking ability in English, and with facility in understanding spoken English. Its applicability in teaching proficiency in the use of standard American English to speakers of nonstandard American dialects is being studied. The kinds of competence in English imparted by the program are considered prerequisite to formal instruction in reading.

The OLP is designed to be used daily by one teacher with groups of about 10 children, age 5-7. Lessons are about 25 minutes in length. The techniques are essentially those of the second language class, modified to

---

[1] "Guide for Teaching English as a Second Language to Elementary School Pupils." Level 1. Project H200. Directed by Robert Wilson and authored by Evelyn Bauer, Eddie Hanson Jr., Donald Meyer, and Lois Michael. Los Angeles:University of California, 1967 (mimeo).

meet the requirements of teaching young children.

The order in which selected sentence patterns are presented is carefully structured, proceeding in general from short, simple, very high frequency phrases and basic conversational conventions to longer, more intricate patterns. There is an emphasis on games involving questions and answers, handling of objects, and other motor activities. Throughout, the teacher models utterances, elicits responses, provides corrective feedback, and reinforces student participation.

Among the components of the Oral Language Program are 1) six notebooks containing about 25 lesson plans each, for a total of 147 lessons, (see the sample lessons appended) with a summary checklist of sentence patterns at the end of each notebook, 2) a separate set of five "Prelessons" intended to introduce children by stages to the kinds of behavior that occur in the lessons proper, 3) a teachers' Manual, 4) a set of drawings designed for use with the lessons, 5) a disc recording of sounds that are talked about in the program (e.g., bells ringing), 6) six "content" tests to be given by the teacher at appropriate points in the program, and 7) sample "cultural heritage" lesson plans, designed to demonstrate the use of language patterns from the program in activities closely related to the ethnic or regional background of the pupils.

Included in the teachers' manual are sections on the history and scope of the program, the plan of the lessons, the teaching situation, and important teaching techniques. There is also a complete master list of materials and a summary of new vocabulary.

Teachers participating in Laboratory-supervised field trials have been provided with specialized training in the use of the Oral Language Program at demonstration centers run by the Laboratory and cooperating school districts.

In its present experimental form, the Oral Language Program contains over 1200 pages; the bulk prohibits widespread mailing out for inspection. However, persons seriously interested in the OLP for school use should write to SWCEL for further information.

LESSON 50

OBJECTIVES

Asking

Where does John have his airplane?

Responding to

Where's her box?

Pronouncing

The "r" sound in "are"

Answering or Saying

His box
Her
Under his box
It's on her box.

Sample

Materials

One (1) of each:	pencil orange banana dog cat airplane and other known items
One (1) for each girl pupil:	doll box
One (1) for each boy pupil:	airplane box

PRESENTATION

Review

FIRST ACTIVITY

1. Put known items around the room in locations which can be expressed by the pupils.
2. Have a pupil ask:

   WHERE'S THE BALL?
3. Have another pupil answer:

   THE BALL'S UNDER THE CHAIR.
4. Repeat Steps 2 and 3 until all pupils have participated.
5. Collect the objects.

Pronunciation

SECOND ACTIVITY

6. Model and have pupils echo the "A" sound in "FATHER"

   AAAAAAAAAA AAAAAAAAAA AAAAAAAAAA
7. Model and have pupils echo the "U" sound in "UNTIL"

   UHUHUHUHUH UHUHUHUHUH UHUHUHUHUH
8. Put the two sounds together, model and have pupils echo:

   AAAAAAUHUHUH AAAAAAUHUHUH AAAAAAUHUHUH

PRESENTATION (continued)

9. Have pupils curl their tongues back in their mouths and growl like a dog:

   RRRRRR RRRRRR RRRRRR

10. Put the three sounds together, model and have pupils echo:

    AAAAAUHUHUHRRRRR AAAAAUHUHUHRRRRR AAAAAUHUHUHRRRRR

11. Drop the first sound, model and have pupils echo:

    UHUHUHRRRRR UHUHUHRRRRR UHUHUHRRRRR

12. Drop the "uh" sound, model and have pupils echo, keeping their tongues curled back:

    RRRRR RRRRR RRRRR

New Lesson Material

THIRD ACTIVITY

13. Give each girl a doll and each boy an airplane.

14. Model and have pupils echo:

    HER DOLL

15. Repeat Step 14 pointing to a different girl each time.

16. Model and have pupils echo:

    HIS AIRPLANE

PRESENTATION (continued)

17. Repeat Step 16 pointing to a different boy each time.

18. Have a pupil take your place and point randomly to boy and girl pupils, saying:

    HER DOLL

    HIS AIRPLANE

FOURTH ACTIVITY

19. Give the pupils each a box.

20. Have pupils stand behind their chairs and place their boxes on the seat.

21. Model and have girl pupils echo:

    HER BOX

22. Repeat Step 21 twice.

23. Repeat Steps 21-22, using boy pupils.

24. Have the pupils touch or point to other pupils' chairs and say:

    HIS BOX

    or

    HER BOX

PRESENTATION (continued)

FIFTH ACTIVITY

25. Have pupils put their airplane or their doll on their box.

26. Ask, pointing to a girl pupil:

    JOHN, WHERE'S HER DOLL?

    Pupil:

    IT'S ON HER BOX.

27. Repeat Step 26 until all pupils have participated.

28. Repeat Steps 25-27, having the items under the box.

29. Have pupils select a location for their doll or their airplane.

30. Initiate a chain dialog:

    WHERE DOES JOHN HAVE HIS AIRPLANE?

    UNDER HIS BOX. WHERE DOES MARY HAVE HER DOLL?

31. Collect boxes and objects.

LESSON 127

OBJECTIVES

SAMPLE

Responding to

What will John do?
What will Edward and Mary do?

Saying

The dog will wag his tail.

Pronouncing

The "ps" sound in "ships"

Materials

One (1): toy dog with movable tail

PRESENTATION

Review

FIRST ACTIVITY

1. Have three pupils come to the front of the class.
2. Whisper to them to open the door.
3. After they open the door, have them ask the class:

   DID WE OPEN THE DOOR?

   Everyone:

   YES, YOU DID.
4. Have them ask the class:

   DID WE ROLL THE BALL?

   Everyone:

   NO, YOU DIDN'T.
5. Have three other pupils come to the front of the room and repeat the activity, using your choice of activities such as closing the door, cleaning the boots, buttoning the sweater, combing hair, walking, etc.
6. Repeat one more time with three different pupils.

PRESENTATION (continued)

Pronunciation

SECOND ACTIVITY

7. Model the series IPSSIPSSSIPSSS and have all the pupils join in.
8. Model the word SHIPS. Show your pupils how you produce the final "PS" sound. Make sure you extend the "S" sound longer than you would normally.
9. Have your pupils echo the model. Make sure they pronounce the "PS" sound distinctly. Also check for the extended "S."
10. Now model the following words. Check for the pronunciation of the "P" and the extension of the "S."

    CLAPS

    CUPS

    CHIPS

    SLEEPS

11. Have your pupils echo the models.

PRESENTATION (continued)

New Lesson Material

THIRD ACTIVITY

12. Model and have the pupils echo:

    WHAT WILL JOHN DO?

    HE'LL MARCH.

13. Repeat Step 12 twice.

14. Ask an individual pupil:

    WHAT WILL JOHN DO?

    Pupil:

    HE'LL MARCH.

15. Have John march.

16. Repeat Steps 14 and 15 naming different pupils and different activities such as walking, running, hopping, clapping, jumping, etc.

FOURTH ACTIVITY

17. Model and have pupils echo:

    WHAT WILL EDWARD AND MARY DO?

    THEY'LL JUMP.

18. Repeat Step 17 twice.

PRESENTATION (continued)

19. Ask an individual pupil:

    WHAT WILL EDWARD AND MARY DO?

    Pupil:

    THEY'LL JUMP.

20. Have Edward and Mary jump.

21. Repeat Steps 19 and 20 naming different pupils and different activities such as walking, running, hopping, clapping, marching, etc.

FIFTH ACTIVITY

22. Have a toy dog with a movable tail on your desk.

23. Say:

    THIS IS A DOG.

    (Touch his tail.) THIS IS HIS TAIL.

    Say:

    THE DOG WILL WAG HIS TAIL. (If the contraction is more comfortable for you to use, please use it.)

24. Wag the dog's tail. While you are wagging his tail, say:

    THE DOG'S WAGGING HIS TAIL.

PRESENTATION (continued)

25. Stop wagging the dog's tail. Say:

    THE DOG WAGGED HIS TAIL.

26. Model and have pupils echo:

    THE DOG WILL WAG HIS TAIL.

27. Repeat Step 26 twice.

28. Give the dog to a pupil. Have the pupil say:

    THE DOG WILL WAG HIS TAIL.

    Have the pupil wag the dog's tail.

29. Repeat Step 28 with all pupils.

SIXTH ACTIVITY

30. Hold the dog in your hand. Model and have pupils echo:

    WILL THE DOG WAG HIS TAIL?

31. Repeat Step 30 twice.

32. Model and have individual pupils echo:

    WILL THE DOG WAG HIS TAIL?

33. Say:

    YES, HE WILL.

34. Wag the dog's tail.